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ABSTRACT

Students grades 4-8 can use this guide to explore the topics of water, and water conservation at a school site, while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with school sites; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

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Environmental Stewardship

GIVE WATER A HAND

ED 377 068

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SCHOOL SITE ACTION GUIDE

ORGANIZING WATER CONSERVATION AND POLLUTION PREVENTION SERVICE PROJECTS IN YOUR COMMUNITY

Made Possible With Support From:

- *Church & Dwight Co., Inc.*
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- *National Fish and Wildlife Foundation*

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WELCOME!

Your ideas, energy, creativity and hard work can make a difference for your community and for the earth! This *School Site Action Guide* will help you organize your own service projects to *Give Water a Hand!*

In many of the best environmental service projects, young people work together with experts from businesses, government or environmental organizations. Your group leader can work with you to find a local expert, or Partner, who can help you with your project. National *Give Water A Hand* Partners, and the resources they offer, are listed in the *Leader Guidebook.*

AWARDS

You can use these materials at any time. If you choose to participate in *Give Water A Hand* during '94-95, your group has an opportunity to earn a Youth Earth Service Award. These awards will be presented to selected participants at the United Earth ceremonies in Washington, D.C. during National Drinking Water Week, May 7 - 13, 1995.
To apply for this award, you must complete your project, fill out the recognition form (on page 27) and send it in no later than March 1, 1995.

PLANNING YOUR TIME

To complete a service project, your group needs a timeline. There are nine activities in this book. Each activity has a timeline estimating how long it will take. Take a few minutes now to fill in the dates when you think you will do each activity. Remember, to apply for recognition, you must submit your application by **March 1, 1995.**

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Get Partner Support ..... back cover

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You are here...▼

❑ 1A-Why Water	❑ 1B-Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps
Target Dates: _____	_____	_____	_____	_____	_____	_____	_____	_____

(Write in your target date for each section)

WHAT TO DO RIGHT AWAY

1. Order a topographic map of your site. See *Leader Guide* page 1 for instructions on ordering.
2. Find a local water expert to help you with your project. See the back cover of this guide.
3. Send in the registration form accompanying these materials.

PROJECT NOTEBOOK

Use the Project Notebook to keep notes, names and phone numbers. You'll need this information for the Give Water A Hand Recognition Form.

Your name:

Your group's name:

WHY WATER?

1A) MAKE A DIFFERENCE!

YOUNG PEOPLE IN OHIO DID THIS!

Wouldn't it be fun to have a wetland on your school grounds? Students in the Groveport Madison Schools in central Ohio are helping to restore 85 acres of wetlands on school property. A committee of students, teachers, administrators and community members oversees the project. Students have been studying the environment of the proposed wetlands area and conducting water quality tests. One said "I loved it."

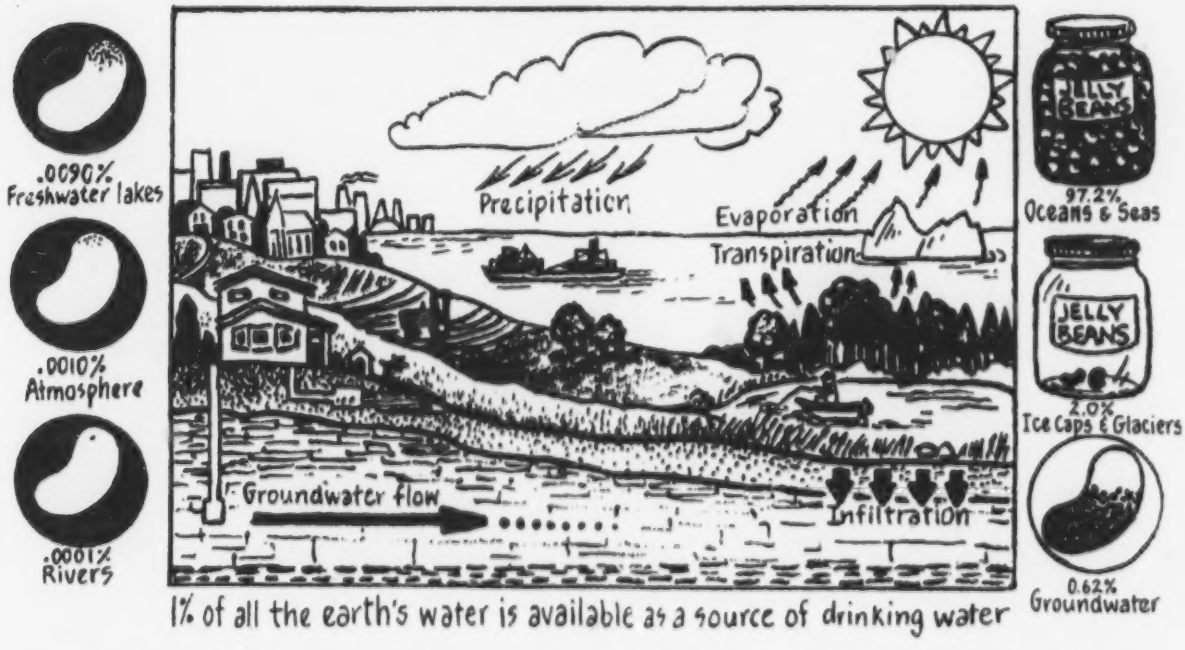
YOUNG PEOPLE IN CALIFORNIA DID THIS!

Students in Pinar School in Santa Rosa, California built structures to reduce runoff from the student parking lot at their school. They researched different types of structures and talked to manufacturers about what type of storm water interceptor to use. They also built an 80 foot long, 15 foot wide grass area to filter runoff. The students then took water samples up and downstream from their constructions, tested the water for pollution, and compared their results with results from professional labs. They are currently producing two nonpoint source educational commercials to be aired on local TV stations.

THOUSANDS OF YOUNG PEOPLE AROUND THE COUNTRY HAVE MADE A DIFFERENCE THROUGH WATER CONSERVATION AND POLLUTION PREVENTION PROJECTS.

YOU CAN ORGANIZE YOUR OWN PROJECT WITH HELP FROM EXPERTS IN YOUR COMMUNITY.

WATER CYCLE



1% of all the earth's water is available as a source of drinking water

Evaporation: Water changing to a gas or vapor and disappearing into the air.

Evapotranspiration: Water evaporating from plants.

Runoff: Rain or snow melt that flows over land into rivers, lakes, reservoirs or other bodies of water instead of soaking into the ground.

Starting Date: _____ Completion Date: _____

You are here... ▼

❑ 1A-Why Water	❑ 1B-Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps

Target Date: _____

WHY IS WATER SO IMPORTANT?

Did you know that you are mostly water? You probably drink six to eight cups of water, milk, fruit juice, or soda each day. Animals and plants are almost all water too. Three quarters of the earth is covered with water, although most of it can't be used by people, plants or animals. So we don't just use water, we are water.

Water makes life on earth possible. You depend on water for drinking, cleaning, growing and processing food, growing cotton for cloth, swimming, fishing, boating, cooking, putting out fires and generating electricity through hydropower dams. Try to think of one item or action that doesn't involve water!

Water also connects us to the rest of the natural world – plant and animal communities depend on water in many of the same ways: for food, water and shelter. Since every drop is used again and again, water is recycled. We share this precious resource with all other living things — past, present and future.

Unfortunately, people do not always use water wisely. We have used it to carry away our waste. We've put hazardous materials in or on the ground where they seep into groundwater. We've often used more water than we need. Yet we can improve our water resource: by conserving water at home, cleaning waste from cities before it returns to rivers or lakes, and preventing pollutants from washing into waterways with the rain.

Brainstorm a list of the ways people can affect water. Try to think of both good and bad ways. Keep your list; you'll add to it later.

Changing the small ways that people affect water can have a big effect on improving our water quality now and protecting it from future pollution. What you do on your farm or ranch, or in your house, yard, road, parks, businesses, and schools can conserve water and improve its quality. You've already begun to make a difference by picking up this book. Keep going to learn what you can do to *Give Water a Hand!*

POWER WORDS

(Definitions of words you might not know)

Pollution: An undesirable change in air, water or land that can cause harm to human health, animals or plants. Hazardous chemicals and animal waste, for example, can be pollutants.

Conserve: Using natural resources, such as water, in a way which does not harm them or use them up.

Hazardous materials: Materials that can cause harm to people or the environment.

Groundwater: Water found in the ground in cracks and spaces between rocks and soil particles.

Water quality: "Quality" means how good or bad something is. Water must be good quality, with very few pollutants, before we can drink it safely.

List at least 10 ways you personally use water.

List how people affect water in good and bad ways.

NEXT TIME:

Bring all your maps, a sheet of clear plastic as big as your biggest map (from art stores or office supply stores), a piece of cardboard as big as your map, thumb tacks, dry erase markers, tissues and pencils. Your group can make a bigger difference if you team up with a local expert. Invite him or her to come next time to help and advise your group as you map your watershed. (See the back cover of this guide if you don't yet have an expert to help you understand your site.)

WHAT'S YOUR ECOLOGICAL ADDRESS?

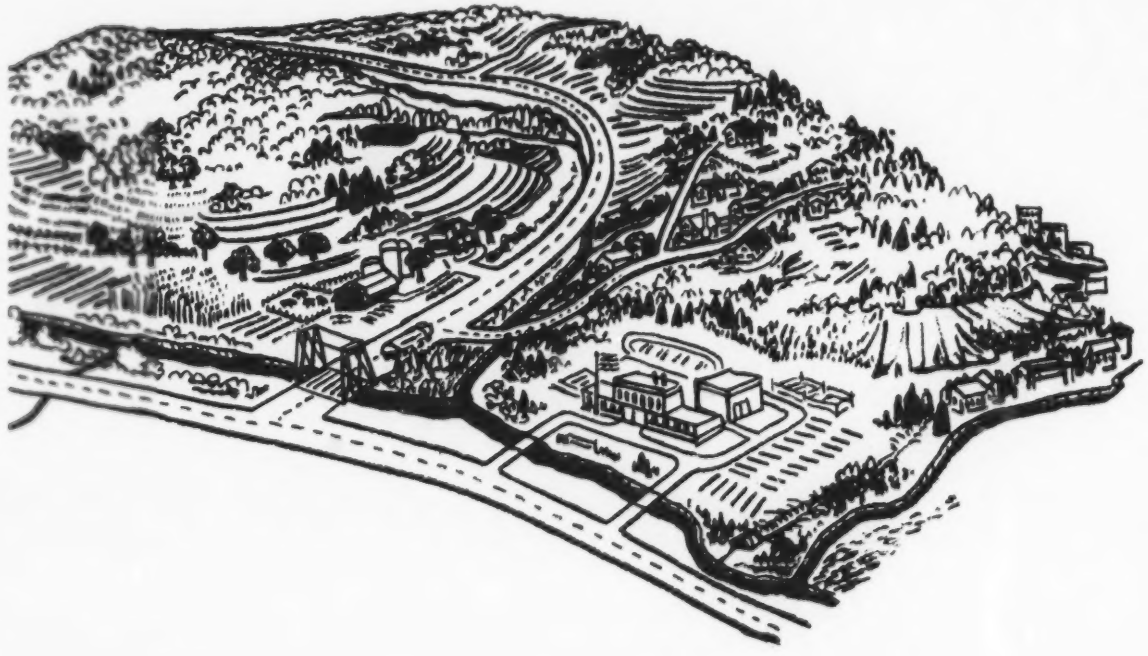
1B) MAP YOUR WATERSHED

A mailing address helps the Post Office deliver letters to the right place. An "ecological address" can help you find rivers and streams in your community and help you find ways to work on water issues. Local streams empty into larger streams, rivers or lakes, which may empty into a larger river, which empties into an ocean or the Great Salt Lake. Your ecological address includes all of the land (farms, towns, mountains) around these waterways.

To work on water issues, you should know where your water comes from, where it goes after you use it, and what streams, rivers, lakes or coastal areas are in your watershed. A good tool to help collect and record all of this information is called a watershed map. This will help later as you find out what needs to be done in and around your community and plan service projects to conserve and protect water.

In urban areas, streams sometimes flow through pipes underground. If you live in a city or large town, ask an expert if there used to be any streams or wet areas in town. In dry climates, streams and rivers may only flow after snowmelt or during the rainy season. Look for dried-up waterways.

Picture A Watershed



Starting Date: _____ Completion Date: _____

You are here...

❑ 1A Why Water	❑ 1B Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps

Target Date: _____

WHY IS IT IMPORTANT TO KNOW YOUR WATERSHED?

"To protect your rivers, protect your mountains."

- Emperor Yu of China, 1,600 B.C.E.

You are part of a watershed. This means that everything you do can affect nearby surfacewater and groundwater — for better or worse. This watershed is a geographical community which includes all the humans, plants and animals who live in it and non-living parts, such as rocks and soil. As China's Emperor Yu understood long ago, whatever happens upstream in a watershed affects everything downstream. To improve the water quality of a stream, look at the whole area it drains. Anything dumped on the ground in the watershed can end up in its waterbody. What's more, we all live downstream.

Think about this: most of us drink water from our local watershed. Although some people get water from elsewhere (Los Angeles gets water from distant mountains, for example), most of us get it from a local well or a nearby lake or river. It may come directly from a private well. More likely it comes indirectly through a government water department or utility. The utility draws water from a nearby source, and some of them treat or clean it, then they pipe it to homes, schools and businesses.

After water is used, it goes down the drain, to a private septic system, or through the sewer to a wastewater treatment plant. There it is treated, or cleaned, before it is sent back into local lakes, oceans or rivers. You can help yourself and the public utilities by using less water and by keeping pollutants out of wastewater.

POWER WORDS

Watershed: An area of land where all water drains, or "sheds", to the same river, reservoir or other body of water.

Altitude: How many feet something is above sea level. (The sea is a good place to start because it is nearly the same height all around the world.)

Topographic map: A map with lines to show the height or altitude of hills, valleys, mountains, etc. Each line connects points at the same altitude.

Waterbody: A specific area where water is found, such as streams, rivers, wetlands, ponds, reservoirs, groundwater, lakes, or oceans.

Wastewater (sewage) treatment plant: A place where used water (from toilets, washing machines, industries) is pumped to be cleaned and purified before it is returned to local waterways.

Septic tank: An underground storage tank for wastes from homes with no sewer line to a treatment plant.

Describe your watershed. What kinds of plants and animals live in it? Is it in a city or the country? Tell a story about a rain drop that falls on your school site.

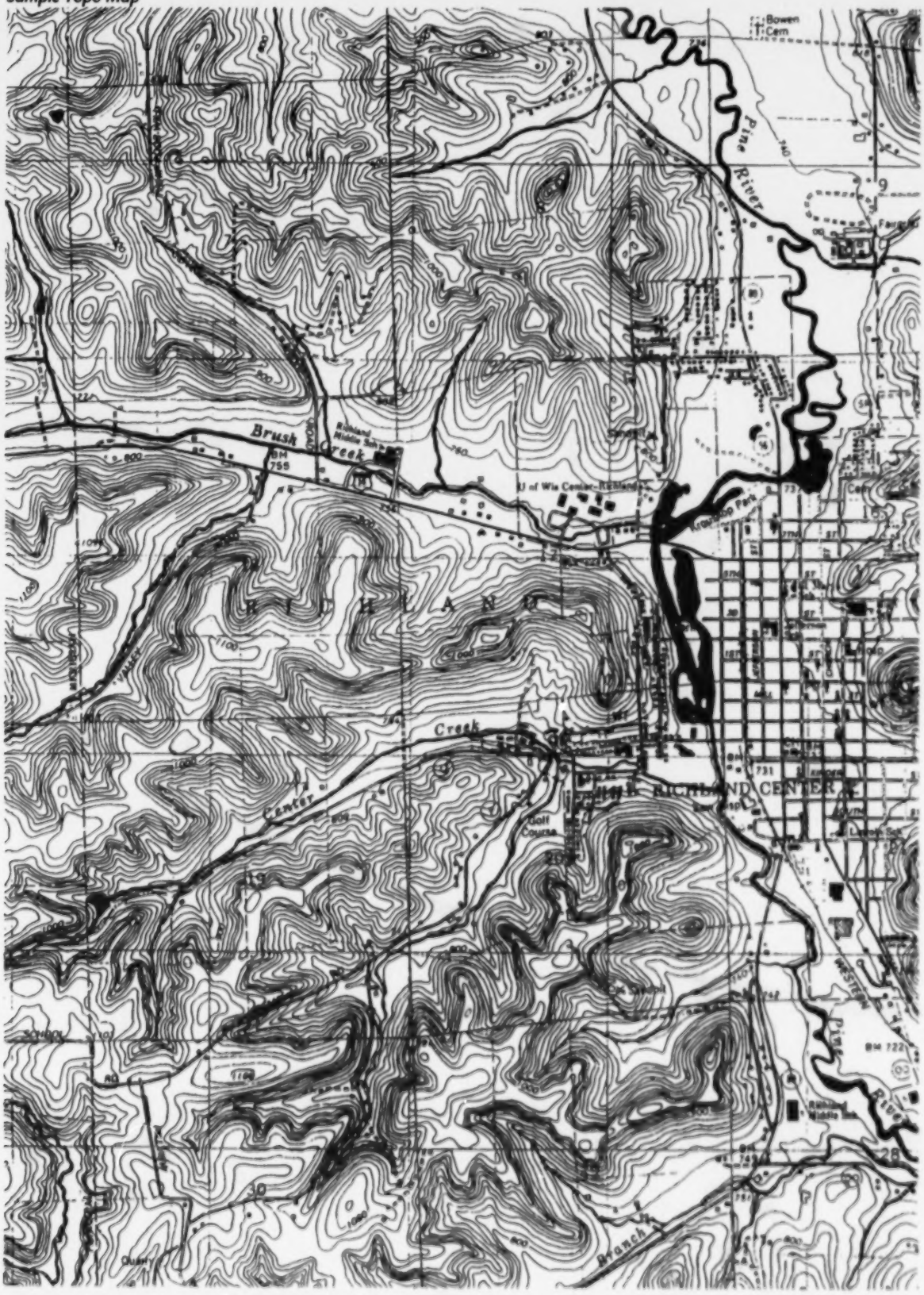
Where does your school's drinking water come from?

Where does your school's wastewater go?

Keep your Watershed Map. You'll need it later.

7

Sample Topo Map



MAPPING THE WATERSHED

Look at the Sample Topographic Map on page 5. This map includes the watershed pictured on page 7. Can you find this watershed on the map? *See Using Maps, page 7 in the Leader Guidebook if you need to learn more about how to read maps.*

To complete these activities on your maps, you may need help from a local water expert. *See Get Partner Support on back cover for ideas on how to find and talk to helpful experts.*

MATERIALS NEEDED:

- Topographic map or maps which include your school site and any other maps you have collected of the area,
- a clear sheet of plastic as big as your topographic map (this plastic is called mylar or acetate and is available at art supply stores or office supply stores for a few dollars),
- a piece of cardboard as big as your map,
- thumb tacks,
- dry erase markers & tissues

HOW TO DRAW THE OUTLINE OF YOUR OWN WATERSHED.

1) Place the clear sheet of plastic over the topographic map (topo map) and tack both onto the cardboard. If you don't have plastic, make a photocopy of the map and draw on it in pencil.

2) On the topo map, find and mark your school. A road map can help you find things.

3) Find the streams, ditches, marshes, lakes, oceans or rivers closest to the school and mark them in blue on the map.

> If runoff flows mainly through street gutters and into storm sewers, there may not be a stream close by. Even water flowing underground through pipes must drain into a body of water at some point. You may want to ask a staff person from the city government to visit and demonstrate how the storm water system handles runoff from your school site.

4) Use the contour lines and numbers on the topo map to find the highest and lowest points around your school. Mark the hilltops with "Xs".

5) From these "Xs", draw arrows on your map to show the flow of runoff. Which direction will rain or snow that falls on your school flow? Where does runoff flow into waterbodies?

> Think like water. Water always flows down hill. It always takes the easiest path. If you go outside and look or walk down hill from your school – never going up – you will come to a waterbody sooner or later. Remember, it may flow underground in pipes. Look for openings where water enters the storm drains.

6) Look at the Sample Watershed Map on page 7. It has the outlines of watersheds already drawn. Look at the arrows showing where water flows. The outline of each watershed is between waterbodies, mostly along the tops of ridges or hills.

7) On your own map, find the highest ground (the hills and ridges) between two waterbodies. Draw a line along the highest points (connecting the "Xs" on hill tops) completely around your stream, including its bottom end or "mouth." What is the name of the waterbody that drains your school's watershed?

   Two small streams can be part of a larger river's watershed. What larger watershed is your school in? Write the name on your map.

8) Bring the map outside. Where is the highest point of land you can see? Walk to that point. Is your school at the top or bottom of a hill? Where does water go when it rains or snows? Can you see the nearest waterbody? Can you see hills, mountains, buildings, airports, power lines, railroad tracks or other things that are on the map? Look at your map and find these features.

9) Where does your school get its drinking water? The school custodian can help you figure out this question and the next one. Your may also need to call the water utility that pumps water to your school. Find and mark the source or sources if they are on your map.

10) Where does your school's wastewater go? Wastewater may be filtered through a septic tank or pumped through underground pipes to a wastewater treatment plant. Find it and mark it if it's on your map.

NEXT TIME:
Make enough copies of the Needs Checklist for each person or team. Get permission from the principal to do the Needs Checklist in your school.

Completed Watershed Map

WHAT'S HAPPENING?

1C) RESEARCH NEEDS

POWER WORDS

Priority: What is most important; what comes first.

Erosion: The wearing away of land surface by wind and water. It often occurs where bare soil is exposed

Wetland: Marsh-like area with soil that is saturated with water some or all of the year.

Hazardous Waste: Waste which could harm people or animals in some way (includes viruses, bacteria which cause disease, or chemicals which could burn or irritate skin, eyes, lungs or nose; poison living things; or burst into flame easily).

HOW TO USE THE NEEDS CHECKLIST

Look at the Needs Checklist beginning on page 11. The questions refer to four topics:

- WATER CONSERVATION
- DRINKING WATER QUALITY
- WATER QUALITY IN OUR ENVIRONMENT
- EDUCATING ABOUT WATER

Each question has one or more icons, or pictures, next to it for quick reference.

In the last activity, you mapped the watershed around your school. Now think about what you and other people do in your school that affects the watershed. What activities use water? What activities create waste water? What kinds of fun do you have with water? What do you already do to conserve or protect water? Think about inside and outside. Brainstorm these activities for a few minutes and see how many you come up with. (Two examples are: watering the grass and having a school car wash.) Have someone write down the activities you come up with. Keep the list for later.

Many of the activities you listed affect the water in your watershed. To determine how, and to help you choose a service project, you will use a Needs Checklist. The Needs Checklist will help you to identify specific water needs or issues, and determine which need your action. You will figure out what is already being done and what still needs to be done in your school to protect the watershed and conserve water. This will help ensure you work on a real need so your time is well spent.

Compare the questions to your list of activities from brainstorming. Write any activities that are not on the Needs Checklist in the blanks at the end of each section.

Go over the Needs Checklist with your group leader.

- Which items can you do something about?
- Which require you to work with someone else?

Some questions on the list will be simple to answer. For other items, you may need to ask for help or permission from the person responsible for running or fixing that part of the school. This person could be the head of the kitchen staff, a gym teacher, art teacher or custodian. *For more help answering Needs Checklist questions, see the Needs Checklist section in the Leader Guidebook.*

You may need to ask someone in the school administration, like the principal, to get something changed. Make sure you have permission from your school principal before you begin, as they will give final approval for any projects. You may also want to talk to the school custodian. He or she keeps the school clean, safe and in running order and has information you might need. If you want to change how something is done in your school, the custodians and principal can be a big help.

BEFORE YOU BEGIN:

- Make a Site Map, see page 9 for directions.
- Follow directions for completing the Needs Checklist on page 10.

Starting Date: _____ Completion Date: _____

You are here...

❑ 1A Why Water ❑ 1B Ecological Address ❑ 1C Research ❑ 2A-Input ❑ 2B-Choose ❑ 2C-Plan ❑ 3-On Track ❑ 4A-Celebration ❑ 4B-Next Steps

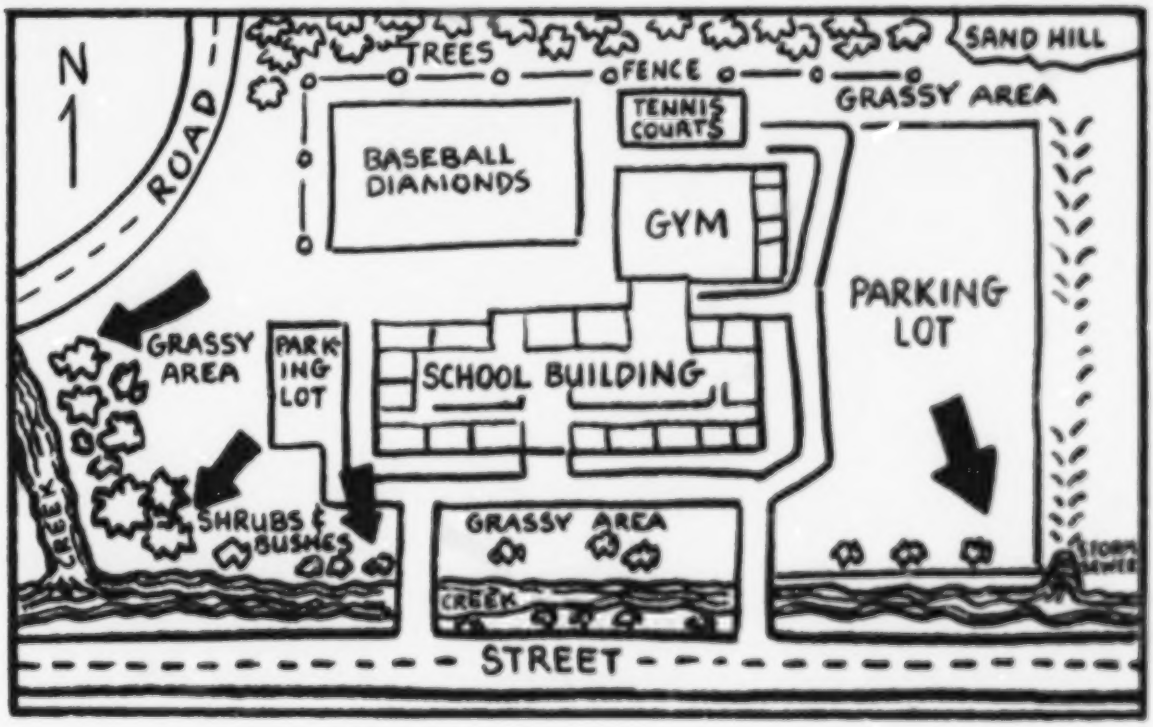
Target Date: _____

MAKING A SCHOOL SITE MAP

Site maps can make problems easier to understand. They also are a single place where you can put information from all the teams. Before you begin the Checklist, you can make a site map for your community site. Ask at the school office for a fire escape plan or school floor plan showing all rooms, and for a map of the school grounds.

If your school does not have a map of the outside grounds, you can make one. *See Sample School Site Map, below.* Include trees, grassy areas, shrubs, gardens, roads, storm sewer grates, erosion, parking lots, buildings, playgrounds and waterbodies. Do you notice anything on your site map that you should add to your watershed map?

School Site Map



ITEMS TO HAVE READY FOR YOUR MEETING WITH AN EXPERT:

- List of "Checklist" items with high priority ranks
- Your site map
- Questions for the guest
- An agenda

NEXT TIME:
Invite one or more experts, possibly your local Partner, to meet with your group. **The person you invite and what you tell them ahead of time are very important.** Give them an agenda for the meeting so they know the date, time and location.

Also give them a list of your questions before the meeting so they can prepare answers. Look at your Needs Checklist. What do you need more information about? *If you need ideas about whom to invite and what to ask, the Leader Guidebook can help you Get the Most Out of Interviews. See page 18. See the Partner's list on page 29 and Anybody Out There on the back cover of the Action Guide for ideas on whom to invite.*

FOR EACH QUESTION ON THE NEEDS CHECKLIST FILL IN THE BLANKS AS FOLLOWS:

1) **The Way It Is:** By looking or asking, find out what your school is doing about the issue or question. If you or your school have already taken positive steps, congratulations! Check the Looking Good box. If you were able to fix the problem right away, write what you did. If an answer is complicated, or if nothing is currently being done, write down what is (or isn't) happening. *The Leader Guidebook has tips on Taking Notes on page 18.*

2) **Need More Information:** Write in this space if you can't answer the question or if you need more information. If possible, note what you need to know to answer the question.

3) **Priority Rank:** How important is each question? How important does the person in charge think it is? Circle 1 for very important, circle 2 for kind of important, and circle 3 for not very important. Why do you think it is important? You may need to explain this to other group members.

SAMPLE QUESTIONS & ANSWER

Q10:

Are grass clippings swept off the sidewalks and parking lots for composting so that they do not wash into storm sewers?

The Way It Is: ❑ ***Looking Good!***

Clippings are swept off sidewalk, but are left in parking lot.

☒ ***We Need More Information about:***

Are the clippings composted? See custodian.

Priority Rank: 1 (2) 3

Stuck on some items? Skip them and go on. Make sure the information you write on your Needs Checklist is accurate. If you are unsure about the questions, or do not know how to answer them, ask for help, possibly from an expert Partner. Save your questions so you only have to contact the expert once.

After finishing the Checklist, meet again to share what you found and to mark the activities on your school site map. The following section tells you how to make a school site map. This map will show more detail about your community than you could include on your USGS map. It will show exactly where all the showers, water faucets, and bathrooms are — everywhere water is used or affected.

How does the school keep track of how much water it uses? Is there a water meter?

What is your school already doing about water issues?

What is the school's top priority need for water conservation or pollution prevention? Why?

What is the most important thing you have learned about water so far?

Keep your Needs Checklist and site map.

TALK ABOUT IT

With the whole group, take turns telling the others what your Needs Checklists showed. Mark the water conservation, pollution prevention and water education activities you found on the site map. Are there any activities which affect water quality beyond the edge of the site map? If there are, you should mark those on your Watershed Map. What were the most important issues you found?

SCHOOL SITE NEEDS CHECKLIST

Look for these clues to find out why each question is important to ask!

WATER CONSERVATION

DRINKING WATER QUALITY

WATER QUALITY IN OUR ENVIRONMENT

EDUCATING ABOUT WATER

Note to participants: When the question below refers to you, we mean you, other students, teachers, custodians, and other school staff, or whoever is responsible for the action.

Q1:

When cleaning up after science, art or cooking class, do you turn off the faucet while you wash counters, dishes and equipment, and turn it back on to rinse?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q2:

When washing your hands, do you turn off the water while soaping up your hands?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q3:

Are school grounds planted with trees, shrubs and grasses that are adapted to your climate so that they do not need any extra water? *(this is sometimes called "Xeriscaping®", pronounced zeer-is-scaping.)*

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

WATER CONSERVATION

Fact: Water is the most common substance found on Earth.

Fact: The amount of water on Earth hasn't changed since the Earth was formed.

So why conserve water? There is not always enough clean, fresh water for drinking, growing food, making things, and having fun. That means we need to use less or get it from somewhere else. Taking water from one place and moving it to another changes the environment for plants and animals, and often causes arguments between people. Using lots of water increases amounts of wastewater going to treatment plants and septic tanks. And using water takes lots of energy — to clean, pump, distribute and heat it. You can save about 4 gallons of water a day by just turning off the water when you brush your teeth. *Give Water A Hand — use it wisely!*

Q4:

Do the faucets in your bathrooms, showers or drinking fountains have leaks or dripping water?

- Walk through the school and check all the faucets. Take a water meter reading at the end of the school day. First check with the janitors to make sure that no one will be using the building that night and using water. (If your school gets water from a well, you may not have a water meter). First thing the next morning, check the meter again. If the readings are different, you probably have leaks somewhere.

The Way It Is: ❑ *Looking Good!*

_____

_____

_____

❑ *We Need More Information about:*

_____

Priority Rank: *1* *2* *3*

Q5:

Does rainwater flow from the school parking lot into a grassy area or does it flow into a storm drain or stream?

- Flow into a grassy area reduces the amount of watering that needs to be done in that area, and keeps parking lot contaminants from going directly into the water.

The Way It Is: ❑ *Looking Good!*

_____

_____

_____

❑ *We Need More Information about:*

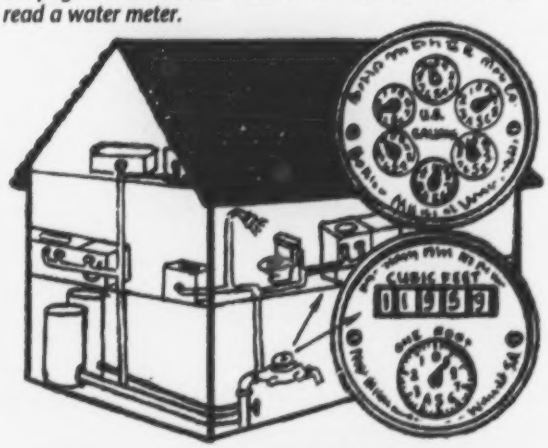
_____

Priority Rank: *1* *2* *3*

WATER QUALITY IN OUR ENVIRONMENT

Round and round: we use the same water over and over again. So what happens when we pollute it? We contaminate the only supply we have — that same supply we share with other humans, animals and plants. Pollutants can enter the water supply through everyday actions — grass clippings washing down the storm sewer, hazardous materials from a painting project poured into the sink, leftover car oil dumped on the driveway. These won't disappear! The best solution to pollution is to keep it out of water in the first place. *Give Water A Hand* — keep it clean!

See page 9 in the Leader Guide for instructions on how to read a water meter.



Q6:

Does your school have an efficient watering plan for the school grounds (one that doesn't waste water)?

- Does the staff person in charge of the school grounds use a rain gauge to determine if the grass needs to be watered. If there is one inch or more of rain per week, the grass is probably getting enough water.
- Do the maintenance staff water early in the morning or in the evening so that water doesn't evaporate quickly?
- Do they use efficient watering devices such as soaker hoses and sprinklers which spray drops near the ground?
- Are there streams of water trickling onto the parking lot, sidewalks or strees when the grass is being watered? If so, water is being wasted.

The Way It Is: ❑ *Looking Good!*

_____

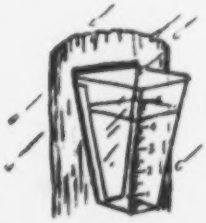
_____

_____

❑ *We Need More Information about:*

_____

Priority Rank: *1* *2* *3*



Rain Gauge

Soaker Hose

Q7:

Does your school have low flow faucets and shower heads in the bathrooms and locker rooms?

- Use a gallon bucket and stopwatch to time the amount of water used per minute. Turn on the shower or faucet to a normal flow. Start the stopwatch when you begin to catch water in the bucket. When the bucket is full, stop the stopwatch. Empty the bucket and do it again until you reach 1 minute on the stopwatch. If the result is more than 2 gallons for the faucet or 2.5 gallons for the shower, your faucets and showers use too much water.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q8:

Is the flush valve on the toilets adjusted so that you use the least amount of water possible? (You may need to ask the custodian for help answering this one.)

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q9:

Does your school cafeteria have an efficient dish washing system?

- Do the kitchen staff run the dishwashers only when they are full?
- When washing dishes by hand, do they turn the water off in between rinsing batches of dishes?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q10:

Are grass clippings swept off the sidewalks and parking lots for composting so that they do not wash into storm sewers?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Regular Showerhead

Low Flow Showerhead

DRINKING WATER QUALITY

Do you know where your drinking water comes from and how it gets to you? Americans drink more than 1 billion glasses of water a day! Most of us take it for granted that we can turn on the faucet and get clean, clear, fresh water. And its practically free. You can refill an 8 ounce glass of water about 15,000 times for the same cost as a six-pack of soda or pop! For most people, water treatment facilities provide this safe drinking water. You, too, are responsible for conserving this precious resource and keeping it pollution free. *Give Water a Hand* — It's ours to drink!

Runoff containing contaminants from the parking lot and the school grounds going into a nearby pond.

Q11:

Does runoff which might contain contaminants such as pesticides and fertilizers reach streams or ponds?

- Test a sample of runoff water immediately after a rainfall begins to see if there are nitrates. Compare these results to tap water. High levels of nitrates can cause health problems and may indicate that there are other contaminants. Contact your County Extension Agent or local department of public health for help.
- Check to see if your pond might actually be a stormwater detention basin designed to catch this type of runoff.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

EDUCATING ABOUT WATER

You have been learning a lot about water and how to conserve and protect it. You have probably also learned about water by reading books and magazines, watching television, going on field trips or just sitting next to a stream and observing what happens!

Many people don't know what they can do to protect and conserve water, so it is important to educate them. Through action, people learn about water issues. There are many ways to do this, such as planning community water festivals, making posters, and putting on plays. Education doesn't just happen in the classroom. *Give Water a Hand* — Spread the word!

Q12:

If you hold car washes at school, do you use buckets of water rather than a hose? Do you wash cars in a grassy area so that the water does not run into storm sewers?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q13:

Do the maintenance staff use only the amount of fertilizers needed on the school grounds?

- Do they test the soil before applying the fertilizers?
- Do they use organic fertilizers such as compost, biosolids or manure?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q14:

Does the maintenance staff spread sand rather than salt on ice-covered sidewalks in the winter?

- If they are required to use salt, do they use the minimum amount necessary?
- Commercial sidewalk salt can harm plants, grass, trees, and animals, and can run off into nearby waterbodies.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q15:

Does the school have a place to collect hazardous wastes for disposal at a hazardous waste disposal facility?

- Hazardous wastes include used engine oil, leftover pesticides, building repair products, and some used art and science materials.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q16:

Do students and staff use water-based paints that don't need hazardous materials, such as turpentine and paint thinner, for clean up?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q17:

Do students and staff use non-hazardous cleaning products when possible, such as baking soda, vinegar, citrus cleaner, soap flakes and a little elbow grease?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q18:

Does your school test the drinking water for lead, bacteria or other contaminants?

- Do they test at least once a year? Do they keep records of these tests?
- Are the levels of contaminants within safe ranges? Contact your local or state department of public health to find out the maximum safe levels.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

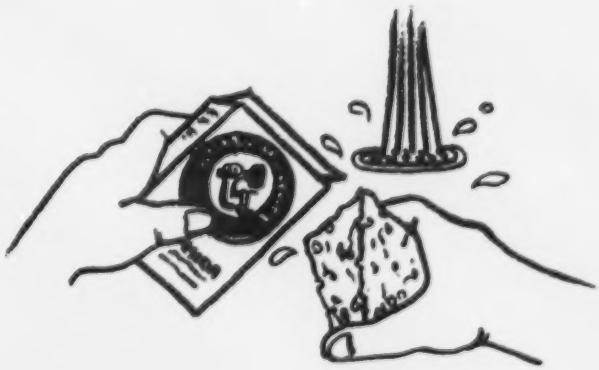
Q19:

Does the school celebrate Earth Day, National Wildlife Week, Arbor Day, National Drinking Water Week, or other environmental holidays?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3



Baking soda is a good, non-hazardous cleaning product.

Q20:

Is environmental education taught at your school?

- Do you have an environmental education teacher, or units on water issues?
- Are there environmental or fishing clubs, or activities such as Adopt A Stream?
- Do you have a school nature area where you do experiments and study nature?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q21:

Do you have access to water on the school grounds for fishing or swimming?

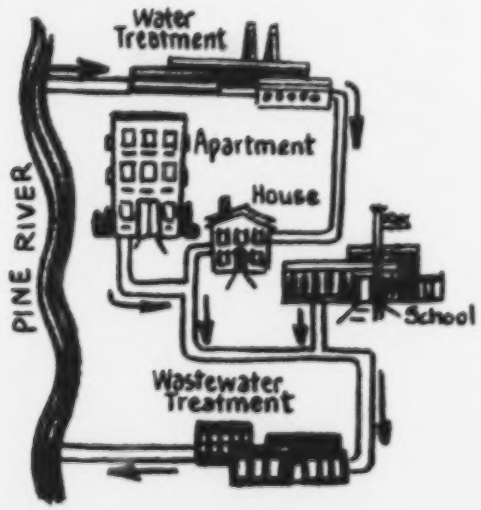
- Have you studied the quality of that water?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Water Treatment Cycle



Q22:

Your question...

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q23:

Your question...

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

19

WHAT DOES EXPERIENCE SAY?

2A) GET INPUT FROM AN EXPERT

You can learn a lot and get more done by talking with experts who work with water issues every day. Be sure to take notes while talking with experts! *The Leader Guidebook can help you Get the Most Out of Interviews, page 18.*

INTRODUCTIONS:

Note: You should have prepared your guest before he or she arrives. See Next Time on page 9. Introduce yourselves to your guest. Explain that you are working on water issues and would like ideas, information and suggestions about what you can do in your community. Go over the agenda for your meeting.

PRESENT WHAT YOU HAVE FOUND:

Show your Watershed Map or maps. Present what you found out in your Needs Checklist. Tell them about the most interesting things you learned. If you have already thought of service projects you might like to do in your school, tell your guest. Ask if he or she knows of other projects you could do. *The Leader Guidebook can help you Tell Your Story, page 19.*

ASK FOR INFORMATION AND FEEDBACK:

After you have made your presentation, you might ask your guest questions like:

- What is your job or volunteer work? How do you work with water issues?
- What are the most important water conservation and water quality issues and needs in our community?
- How do we affect water conservation and/or quality in our school?
- What projects are already being done in schools to work on these problems? Could we do such a project in our school? What else could we do to help?
- What resources or help could you give or lend our group?

NEXT TIME:
List group resources, strengths and time.

POWER WORDS

Agenda: A schedule for a meeting which states what will be done when.

Feedback: Reaction to a plan or idea.

Write the name and organization of your guest expert.

List questions you asked the expert.

What did you learn from your guest?

Starting Date: _____ Completion Date: _____

You are here...

❑ 1A-Who's Water	❑ 1B-Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps

Target Date: _____

WHAT CAN WE DO?

2B) CHOOSE A SERVICE PROJECT

TIME TO DECIDE!

Now that you know more about water issues in your school, it's time to pick a water service project. This activity can help you to choose an existing project or start your own.

Know: You may already know what project you want to do. Maybe you heard about an exciting idea or want to join forces with a group already working on a project.

Don't Know: If you don't have an idea for a project, try the following. Look at your Watershed Map, Needs Checklist and site map as starting points. What were the priorities? Look at the list of project ideas on page 20. Fill out the Choose a Project chart on page 19. What can you do with the resources you have?

Involve local and national experts. They have ideas, information and resources. *See Get Partner Support, back cover. Also see the list on the back cover of the Leader Guidebook and decide who could be useful to your project. For example, for a water conservation project, call the Water Environment Federation for resource materials, or call your local water utility.*

HOW TO USE THE CHOOSE A PROJECT CHART

First fill out the Things We Know How to Do boxes on the left side of the chart. List all the things you are good at or talented in. If you can't think of anything, ask your friends or family to help. Everyone is good at something! Include fun things like sing, draw, fish, bake cookies as well as serious things like garden, give presentations, write letters, build things and make posters on the computer. It takes all kinds of skills to work on water issues.

Next fill in the Priority Water Conservation and Water Quality Needs boxes along the top of the chart. List the top priority needs from your Needs Checklist or from your talk with an expert.

Under the Needs list, put an "X" on any line that matches up with something you can do that would be useful in working on that issue. For example, if you put "garden" at left, and "plant trees, shrubs and flowers" on top, mark the box where lines from these two things meet. Circle any Needs with lots of "X's" in their column. You have the skills to do these projects. You can now start your own project to help with these needs!

WILL IT WORK?

Discuss these questions about your project ideas:

- ❑ Would the project meet a real need? How do you know? (Did it appear in your Needs Checklist? Did your guest expert discuss it? Has it been a topic in the newspaper?)
- ❑ Are others working on the problem? Can you join them?
- ❑ Are you excited about working on the project? If not, how could it become exciting?
- ❑ What difference will this project make? To you? To your school? To the people, plants and animals in the watershed?
- ❑ What resources are needed to do the project? (Tools, information, skills, money, and, especially, **time**.) Which resources do you have? Can you get the others? Where?

Starting Date: _____ Completion Date: _____

You are here...

❑ 1A-Site Water ❑ 1B-Ecological Address ❑ 1C-Research ❑ 2A-Input ❑ 2B-Choose ❑ 2C-Plan ❑ 3-On Track ❑ 4A-Celebration ❑ 4B-Next Steps

Target Date: _____

CHOOSE A PROJECT

PRIORITY WATER CONSERVATION AND POLLUTION PREVENTION NEEDS

THINGS WE KNOW HOW TO DO!

PROJECT IDEAS

This list of project ideas may help you figure out what to do.

- Landscape part of the school yard with native trees, shrubs, flowers, and grasses to reduce water runoff from pavement. Contact your County Extension Office, Soil Conservation District Office, or Global ReLeaf, c/o American Forests, P.O. Box 2000, Dept. WM, Washington, DC 20031.
- Use biosolids enriched soils or compost to improve soil quality and reduce runoff. Contact the Water Environment Federation, 601 Wythe St., Alexandria, VA 22314 (703) 684-2487.
- Research alternatives to current water management practices at your school. Look at how the school decides when to water the grounds and how they dispose of hazardous waste. Give presentations to the custodians, school board, administration, and other school officials on the solutions you have developed. Involve local Soil Conservation District Officers and County Extension Agents in researching water management practices.
- Make posters about proper hazardous waste disposal and then put them up in classrooms where these items are used. Contact your local solid waste offices, or the Water Environment Federation, 601 Wythe St., Alexandria, VA 22314 (703) 684-2487 for a brochure on hazardous wastes.
- Develop presentations or skits on water conservation for younger children. Contact: American Clean Water Foundation, 750 First Street NE, #911, Washington, DC 20002 or call (202) 898-0902 for a script called "Muddy Water Caper".
- If you have a stream, pond or wetland on your school's property, you could create a school nature area. Contact your Soil Conservation District Office, local forester, or your state Project Wild Coordinator.
- Organize a school-wide water conservation campaign, and reduce the amount of water used in your school. Contact Earth Time, P.O. Box 1111, Ketchum, ID 83340 (208) 726-4030.
- Start and maintain a compost pile on the school grounds for grass clippings, sticks, leaves, and dead plants. Use the compost to enrich the soil for gardens and landscaping in the spring. Contact your County Extension Office or Soil Conservation District Office for information.
- Organize a "schoolyard water patrol." Every week patrol the school grounds, looking at the grass, trees, flowers, and bushes to determine what needs to be watered and what can wait a few days. Use a rain gauge. Report this information weekly to the maintenance staff or whoever is responsible for watering.
- Compare alternative cleaning products such as baking soda, vinegar, soapflakes, or salt to specialty formulated cleaning products containing hazardous materials (Remember to look for words such as CAUTION, WARNING or DANGER on the labels.) Demonstrate the environmentally friendly cleaners to the school janitors, and convince them to use them at school.
- Organize a Groundwater Festival for the entire student body. Contact: Groundwater Foundation, 5561 South 48th, #232B, Lincoln, NE 68516, (800) 858-4844 or the Water Environment Federation, 601 Wythe St. Alexandria, VA 22314 (703) 684-2487.

What service project did your group choose?:

Why did you choose it?:

What difference will it make to you? to your school? to other people, plants and animals in the watershed?

NEXT TIME:
Bring all your maps, charts, and notes for planning. Invite your local Partner or a water issues expert to join your group next time to help with planning.

WHO? WHAT? WHEN? WHERE?

2C) PLAN FOR ACTION

Now that you know what project you're going to do, you need to figure out a plan of action. Using your Watershed Map, Needs Checklist, Choose a Project chart, site map, notes and so on, fill out the Project Plan on page 23 as a group. Even if you don't know an answer, give your best guess. The next activity, Keep on Track, on page 24 can help you work through problems as you begin your project.

POWER WORDS

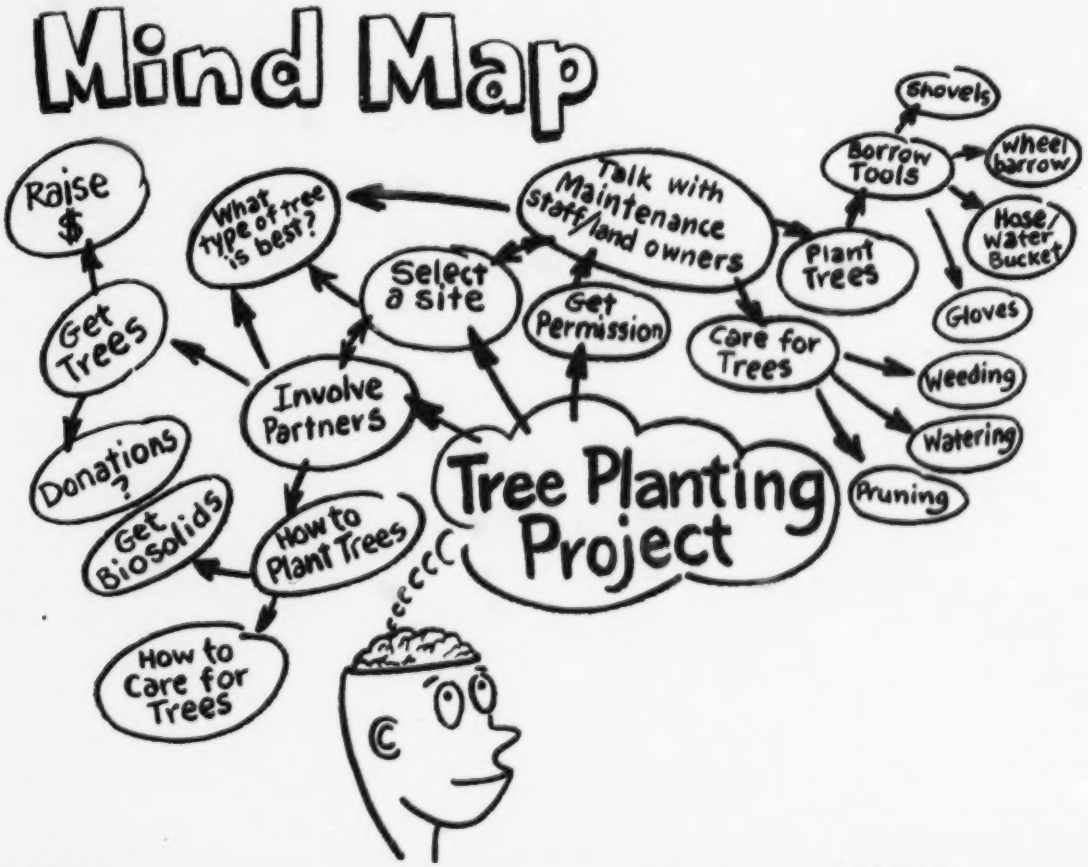
Mind map: A way to brainstorm that helps show how one thing goes with another.

Time line: A calendar listing the dates tasks need to be done.

Succeed/success: Doing a good job. Doing what you set out to do.

MIND MAP

Many people find it helpful to use a "mind map" to think up all the tasks they will need to do as part of a project. Write your project idea in a circle in the middle of the page. As each new idea comes to you, write it in a circle next to the thing most like it, then connect the two circles with a line. Think of the small tasks that make up big jobs. Keep going until you can't think of any more tasks that need to be done. *See example below.*



Starting Date: _____ Completion Date: _____

You are here...

❑ 3-On Track | ❑ 4A-Celebration | ❑ 4B-Next Steps

Target Date: _____

SERVICE PROJECT PLAN

Give your project a name that describes it. Make it one that people will be able to remember. It could be simple like *Jefferson County 4-H School Stream Clean Up* or catchy like *Mud Patrol: Erosion Prevention Program.* Write in your group's name and project partners.

What is the most important task on your Mind Map? Write it on your Service Project Plan under "What task?" Write the next most important thing, and the next, until all the tasks are on the Plan.

Who will do each task? Write his or her name (or names) under "Who?" This person must make sure the job gets done. He or she can ask for help.

Brainstorm the resources (tools, information, people) you need to get each task done. Write them down. Could your partners or other experts or organizations help?

Get a calendar. Write today's date over "start" on the Time Line. When does the project have to be done? The end of the semester? March? Write that date over "finish."

How many months is it from start to finish? How often do you meet each month? Calculate how many meetings you will have (months times meeting per month). Mark a line for each meeting and write a date over it.

Using your time line, figure out when you need to complete each task. It often helps to start at the end date and work backwards. For example, if you are planning a Water Fair, think how much time before the Fair people need to know about it so they can plan to come. If they need to know two weeks ahead, then you must make all posters, radio ads, buttons, stickers, etc. and get them up by then.

Think of ways someone might get hurt on your project. What can you do to prevent it? What would you do if someone were hurt? Write ideas in the "Safety Plan" box.

YOU'RE READY TO GO! CHECK SECTION 3 FOR TIPS FOR SUCCESS.

TIPS FOR PLANNING

- Start small. Most people try to do too much. You can always do more once you show what you can do.
- You don't need to have the perfect plan. Do what works for you!
- It's O.K. to change your plan as you need to, but it's still important to have one.

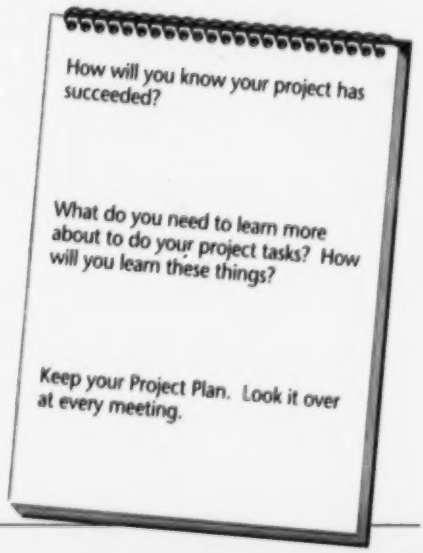
GET HELP

You must get feedback from anyone whose help (or permission) you will need, such as the principal or custodian. Also get feedback from someone with experience doing the kind of thing you want to do.

You can do more if you team up with other people. Your Partner or other experts or organizations can give resources, help and advice. Other groups of young people may help share tasks. Who could you team up with? *See Get Partner Support, on back cover.*

HOW WILL YOU KNOW YOU SUCCEEDED?

How will you know when your project is finished? How will you know you have done a good job? The better you can answer these questions, the better your project is likely to turn out. It always helps to know exactly where you are trying to go. Check section 4 on page 25 for ideas about information you should collect while you are doing your project so you can explain why it was successful.


How will you know your project has succeeded?
What do you need to learn more about to do your project tasks? How will you learn these things?
Keep your Project Plan. Look it over at every meeting.

SERVICE PROJECT PLAN

GROUP NAME: _____ PARTNER(S): _____ PROJECT TITLE: _____

WHO?	WHAT? TASKS	WHEN?	HOW? RESOURCES?

SAFETY

SAFETY PLAN

_____

_____

_____

_____

_____

_____

_____

CALL 911

TIME LINE

WHEN? DONE BY... DATE / MONTH

START _____ FINISH

HOW'S IT GOING? 3) KEEP ON TRACK

Now that you have chosen your project, you can get started! Be sure to check back with this section and section 4 as you go along. *The Leader Guidebook has ideas for Solving Problems, Working as a Team, and other helpful information for your group.*

TIPS FOR SUCCESS

- **Your Service Project Plan is a guide, not a rule book.** You make a plan so everyone in your group knows what everyone else is trying to do. Yet things rarely go exactly as planned. As a group, look at your plan and change what needs changing.
- **Work for a "win-win."** Find out how everyone can win from your success.
- **Get to know lots of people.** The more people you know, the more likely one of them will know how to help. Any experts who helped your group know lots of other people who can help.
- **Don't give up.** There is always one more thing you can try.
- **Communicate.** Everyone in your group must know what is going on: Talk often to each other. Call each other. Hold regular meetings. Work together.

GETTING PAST A ROAD BLOCK

You ran out of money or time. Someone quit. Someone said "no." Now what?

- Can you go around it? Is this the only way to do the task? Try another way.
- Over it? Can you get help from the top: your principal, the county commissioner, your mom or dad?
- Through it? With more help, could you push right through the problem?

THINK ABOUT IT

Your project gives you a chance to do something important. It is also a chance to learn to do an even better job next time. Sit down as a group and talk about what you have seen, heard, felt or learned. Share your thoughts.

WHAT HAPPENED?

- What was the most fun thing that happened? The least fun?
- What helped you the most? What were the biggest road blocks?
- What effect did it have on your school? On your watershed?

SO WHAT?

- What have you learned about how humans affect the people, plants and animals in the watershed? How do your actions affect others?
- Did you do what you set out to do? How do you know?
- Has your work made a difference? How?
- How could the problem you worked on be prevented from happening again?

NOW WHAT?

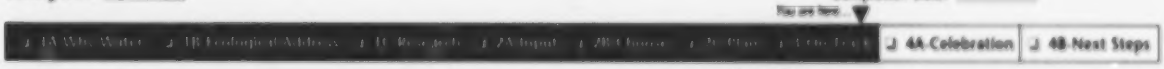
- How would you do things differently next time?
- What advice would you give another group working on a similar project?
- What will you do to prevent the problem from happening in the future?
- What other issues or projects would you like to work on?

Read the Think About It questions and take five minutes to write answers to some of them.

List any new partners you have begun working with.

Starting Date: _____ Completion Date: _____

You are here ▼



Target Date: _____

WE DID ALL THAT?!?

4A) CELEBRATE SUCCESS

MEASURE AND RECORD SUCCESS

There are many reasons to show what you have done on your project. People are more likely to give permission, help and resources when you can prove what you can do. Newspapers and radio/TV stations are more likely to report about you. Other young people may get excited and want to join you. It feels good to see what you have done.

WAYS TO SHOW WHAT YOU HAVE DONE:

- Count the number of trees planted, pounds of biosolids used
- How many people helped out? How many hours did each person work on the project? How many total hours did your group work?
- Count how many people heard speakers, came to school assemblies
- Count the number of gallons of water saved. Check your home's water meter once a week and graph the numbers to see if use drops. (Remember: things like the weather can affect your numbers. Record weather, school closing, days off, etc. and take them into account.)
- Draw pictures or take photographs or videos of your work
- Interview the principal, your local Partner, helpful experts, or other students
- Get letters from people you helped or worked with
- Write stories, a rap or song about your project
- Make a bulletin board display for your community center or school. Include your site map, Watershed Map and information from your Needs Checklist.
- Give tours or demonstrations to show parents, school officials or reporters your new nature area or recycling center

How do you feel about your project? How does it feel to try to make a difference?

How will you show others what you have done?

How will you continue the group's work?

IDEAS FOR LOCAL CELEBRATION

After all your hard work to *Give Water a Hand*, it's nice to celebrate. Not only is celebration fun, but it's a good way to say thank you to people who helped out. If you can get the newspapers, TV or radio to run a story on your project, lots of other people will hear about the importance of water issues. Here are some ideas:

- Share your success with your local and national partners
- Invite newspapers and TV stations to come to see what you have done *The Leader Guidebook has tips for Working with the Media, page 19.*
- Hold a pizza party or picnic
- Write a story for the community newspaper. Weekly or monthly papers especially look for local stories
- Make T-shirts for group members with the name of your group
- Use your imagination. It's your party!

Starting Date: _____

Completion Date: _____

You are here...

❑ 4B-Next Steps

Target Date: _____

WHAT'S NEXT 4B) TAKE NEXT STEPS

One of the best things about finishing a project like this is that you now know all sorts of new people, information and skills. You have proven that you can do something important as a team! Now, as a group or by yourselves, you might want to start new projects. There is always lots more to be done!

You don't have to start over from the beginning. Look at your Needs Checklist, Watershed Map, site map and notes. Talk to your partners. What is another important need or project? Under Think About It on page 24 you talked about some other projects you might like to work on. You may know of more you could do on this project.

Talk again with your partners and other people you have worked with. Would they like to help again? What ideas do they have?

Make a new mind map and Service Project Plan and go for it!

In the future how will you help others conserve water and protect and improve water quality?

Starting Date: _____ Completion Date: _____

You are here...

1A Why Water? | 1B Ecological Address | 1C Research | 2A Input | 2B Choose | 2C Plan | 3 On Track | 3B Celebration | 4B Next Steps

Target Date: _____

GIVE WATER A HAND

NATIONAL DRINKING WATER WEEK 1995 RECOGNITION FORM

"DUE BY MARCH 1, 1995"

Please answer questions the best you can using your Project Journals, Watershed Map, site map and Needs Checklist as reminders. Please print or type clearly. Computer print-outs are O.K., but may be no more than two pages.

You may want to include a photocopy of your results, newspaper articles, etc.

Please limit to three extra pages. Keep a copy for yourselves.

Involve the whole group in completing the form.

URGENT: SEND THIS FORM BY MARCH 1, 1995 TO:

If there is no address listed above, send the form to your County Extension 4-H Office or call 1-800-WATER20 for further mailing instructions.

1. Name/s and grades of group members:

Selected youth groups participating in *Give Water A Hand* will receive Youth Earth Service Awards in Washington, DC during National Drinking Water Week, May 7 - 13, 1995. These awards will be part of the United Earth ceremonies, and will be presented by Claes Nobel of the Nobel Prize family, founder of United Earth. In order to have a chance to receive this award, you must complete and send in this form by **March 1, 1995.**

Group leader or teacher:

Organization/group name:

Address: _____

_____

City: _____ **State:** _____ **Zip:** _____

Contact person: _____

Phone: Day: _____ Evening: _____

2. List all the Partners you worked with. How were they involved?

3. What was your service project? Describe what you did. What water issue(s) did you address? Why did you pick this project? Did you choose your own project, or did your leader or another adult pick it for you?

4. How did your project make a difference to your community? to the watershed?

5. Were you successful? How do you know?

6. What was the most fun part of the project?

7. What was the hardest part of the project?

8. What projects about water will you do next? Will you work with other groups?

9. Do you have any suggestions for other young people who want to do the same project in their communities?

GIVE WATER A HAND

COMMUNITY SITE ACTION GUIDE

PROMOTING GOOD WATER MANAGEMENT PRACTICES IN YOUR COMMUNITY

Made Possible With Support from :

- Church & Dwight Co., Inc.
  Makers of Arm & Hammer® Baking Soda
- National Fish and Wildlife Foundation

In Partnership with:

American Forests
American Water Works Association
Earth Force
Global Rivers Environmental Education Network
The Groundwater Foundation
Izaak Walton League
National Aquarium in Baltimore
National Association of Conservation Districts
National 4-H Council
National Marine Education Association
Project WET (Water Education for Teachers)
Tennessee Valley Authority
Trout Unlimited
USDA Cooperative Extension System
USDA Extension Service
USDA Forest Service
USDA Soil Conservation Service
US EPA Office of Water
US Fish and Wildlife Service
US Geological Survey
US National Oceanic and Atmospheric Administration
University of Wisconsin Environmental Resources Center
Western Regional Environmental Education Council
Water Environment Federation

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College of Agriculture & Life Sciences
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(800) WATER20

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ANYBODY OUT THERE?

GET PARTNER SUPPORT

Your project will go better if you get help and advice from an expert. We call these people or organizations who will help "Partners". If you have already signed up with a Partner from the list on the back cover of the *Leader Guidebook*, great! If not, do it now. This page can help you get help from these and other people.

POWER WORDS

Partner: People and/or organizations which work together to get something done.

Resources: People, books, tools, money, transportation — anything useful to get something done.

HOW PARTNERS CAN HELP

All the organizations which helped create *Give Water a Hand* want to help you. Many others can help also. There are many useful things they might help with. For example:

- Show you how to read maps or a water meter. Test water. Plant and care for trees. Raise money. Install equipment. Use tools
- Answer questions about: how plumbing works, where drinking water comes from, where wastewater goes, what animals and plants live in water, and what hazardous materials might affect people, plants and animals
- Give, sell or lend tools, maps, brochures, posters, buttons, displays, videos, seeds, trees, equipment — even buses or cars
- Give or get permission for you to do what you want to. Or help you get in to talk to the county commissioner, school board, town council or mayor
- Tell you about projects you can work on or even work with you on one!

HOW TO GET HELP FROM PARTNERS

The first trick in getting help is knowing whom to talk to. Here are some ideas:
The list of national Partners on pages 27-29 of the *Leader Guidebook* explains what each one has to offer, whether they have local contacts or offices. The project list (on page 20) gives specific suggestions about what national Partners can help with.

Look at this page whenever your group needs information or resources.

List your project partners, their phone numbers and addresses:

_____

_____

_____

_____

_____

_____

_____

_____

_____

People or organizations in the community include County Extension Agents, Soil and Water Conservation District staff, public water utilities, non-profit environmental organizations, county or city waste management agencies, nature centers, and others. People at your school who could help include: school principal, teachers, the PTA or PTO.

TIPS FOR WORKING WITH PARTNERS

- Prepare before you call, write or meet. Be as specific as possible
- Be polite and respectful, even when you disagree or don't get what you want
- Always give your name and say what group you are with.
- Write all names, phone numbers and addresses in your Project Journal
- Say thank you. Send thank you notes. Invite Partners to a project celebration
- Only one person from your group should call. Don't confuse your Partners
- Call back after a couple of days if someone doesn't return your call
- Make sure you have a complete list of all your questions when you call your partner so that you don't have to keep calling back each time something comes up